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Good Change:

Young People and
the Sustainable
Development Goals

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Development as **Good Change**

Chambers, R. (1997). *Whose Reality Counts? Putting the first last*. London: Intermediate Technology

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**SUSTAINABLE
DEVELOPMENT GOALS**
17 GOALS TO TRANSFORM OUR WORLD

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1 NO
POVERTY



2 NO
HUNGER



3 GOOD
HEALTH



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



6 CLEAN WATER
AND SANITATION



7 CLEAN
ENERGY



8 GOOD JOBS AND
ECONOMIC GROWTH



9 INNOVATION AND
INFRASTRUCTURE



10 REDUCED
INEQUALITIES



11 SUSTAINABLE CITIES
AND COMMUNITIES



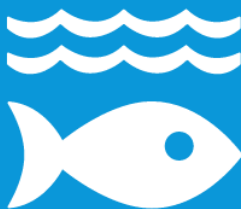
12 RESPONSIBLE
CONSUMPTION



13 PROTECT THE
PLANET



14 LIFE BELOW
WATER



15 LIFE
ON LAND



16 PEACE AND
JUSTICE



17 PARTNERSHIPS
FOR THE GOALS



THE GLOBAL GOALS
For Sustainable Development

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<https://www.youtube.com/watch?v=89tlnECFdQ4>

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1 NO POVERTY



EXTREME POVERTY

\$1

\$10

\$100

5



1 NO POVERTY



2 NO HUNGER



3 GOOD HEALTH



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 CLEAN ENERGY



8 GOOD JOBS AND ECONOMIC GROWTH



9 INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



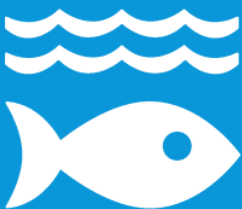
12 RESPONSIBLE CONSUMPTION



13 PROTECT THE PLANET



14 LIFE BELOW WATER



15

QUIZ!



THE GLOBAL GOALS
For Sustainable Development

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<http://17goals.org/quiz-level-1/>

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17 PARTNERSHIPS FOR THE GOALS

Strengthen the means of implementation and
revitalize the global partnership for
sustainable development



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Trump 'will definitely pull out of Paris climate change deal'

Warning comes from the former head of the US President's transition team at the Environmental Protection Agency

Tom Batchelor | Monday 30 January 2017 |  389 comments



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The primary basis of global youth work is that of education for social change, making change in individuals, communities and global society...



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global youth work is informal education which starts from young people's everyday experiences, seeks to develop their understanding of the local and the global influences on their lives, and encourages positive action for change

DEA (2004) *Global Youth Work Training and Practice Manual*,
London: Development Education Association

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‘in practice, in general, development education in Britain is still driven by fixed black and white binaries...’

Pardinaz-Solis, R. (2006) *A single voice from the South in the turbulent waters of the North* in Development Education Journal, Volume 12, No.3, London, DEA



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‘in practice, in general, development education in Britain is still driven by fixed black and white binaries of us [North, rich, more developed, educated with lots of answers] and them [South, poor, less developed, uneducated, in need of help]’

Pardinaz-Solis, R. (2006) *A single voice from the South in the turbulent waters of the North* in Development Education Journal, Volume 12, No.3, London, DEA



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fixed black and white binaries...

Black/white

Us/them

North/South

Rich/poor

Developed/developing

Educated/uneducated

All the answers/in need of help



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fixed black and white binaries...

‘...it is fair to say that the world has changed so much that the terms “developing countries” and “developed countries” have outlived their usefulness.’ Bill Gates



<http://www.gatesfoundation.org/Who-We-Are/Resources-and-Media/Annual-Letters-List/Annual-Letter-2014>

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fixed black and white binaries...

The World Bank no longer talks of 'the developing world'. From 2016 their World Development Indicators no longer distinguish between 'developed' countries and 'developing' countries.

<https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>

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fixed black and white binaries...

Previously these were the countries in the top third (developed) and bottom two-thirds (developing) of gross national income (GNI) per capita globally.

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fixed black and white binaries...

Countries which bore few similarities with each other culturally and socially were lumped together and classed in either low, lower-middle, upper-middle or high income economic categories for the Bank's convenience.

<http://blogs.worldbank.org/opendata/should-we-continue-use-term-developing-world>

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fixed black and white binaries...

The implication of the terms developing and developed countries is that there is a linear process wherein all other nations are striving to emulate Europe, Northern America, Japan, Australia and New Zealand.

<http://blogs.worldbank.org/opendata/should-we-continue-use-term-developing-world>

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‘Any category that lumps China and the Democratic Republic of Congo together confuses more than it clarifies.’

<http://www.gatesfoundation.org/Who-We-Are/Resources-and-Media/Annual-Letters-List/Annual-Letter-2014>

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‘the North-South lens is blurred, cracked, and warped’

Instead of looking for differences between young women and men, their countries and cultures, global youth work views young women and men through a ‘commonalities lens’. It focuses on shared experiences, ‘creating solidarity and the space to learn from one another as equals’.

A North-South lens divides and alienates.

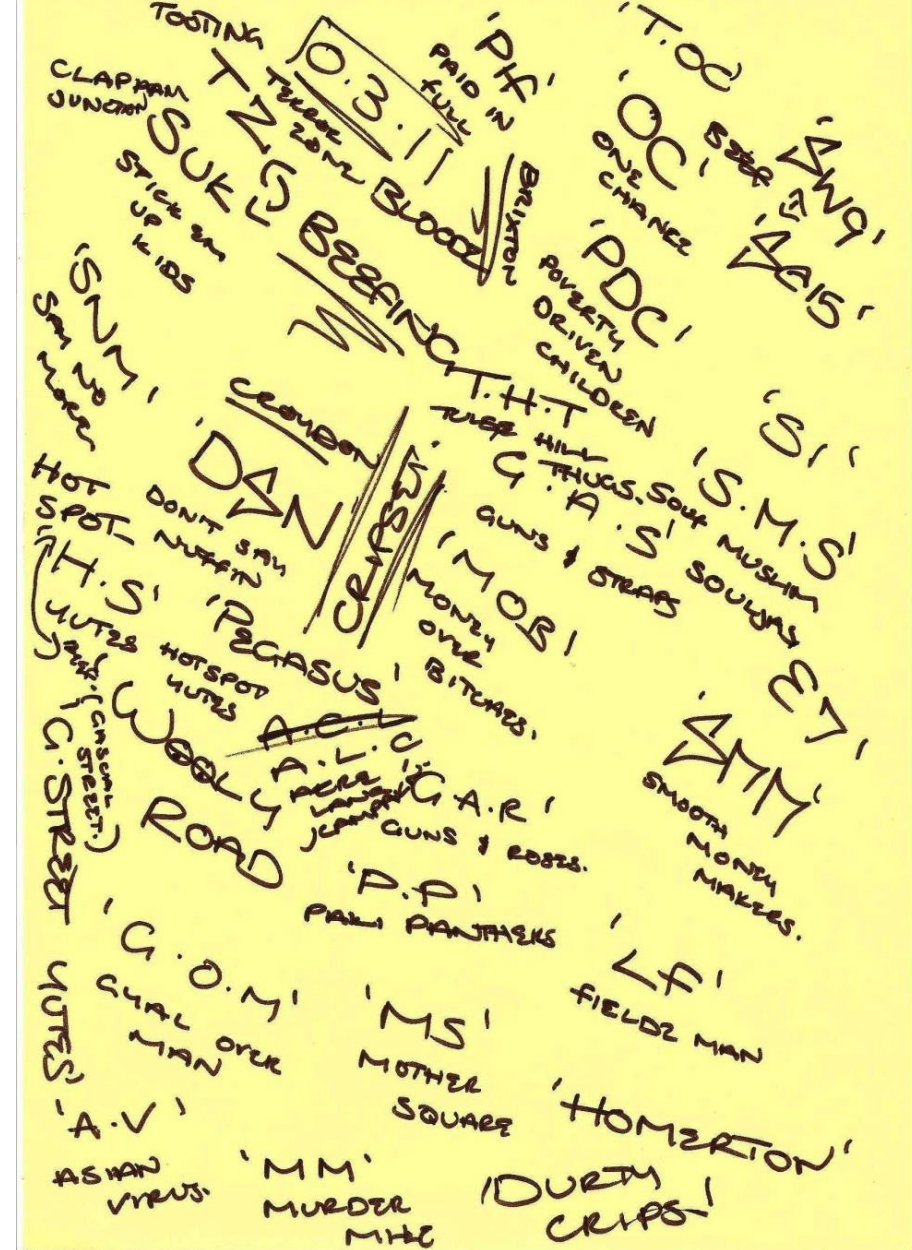
Tinker, J. (2007) *Should We Dump the North-South Lens?* http://www.comminit.com/drum_beat_401.html
accessed 16.35, 24 July 2007

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commonalities lens



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TOOTING
CLAPMAN
JUNGLE
SUKS
STICK IN
UP KIDS
PAID IN
FULL
BRIKTON
POVERTY
DRIVEN
CHILDREN
T.H.T
HILL
THUGS. SOFT
MUSLIM
GUNS & STRAS
MOR
MONEY
ONE
BITCHES.
CELEBRATION
DAN
DON'T SAY
NUFFIN
H.T.S
P.2 CASUS
HOTSPOT
YUTS
WOLLY
ROAD
G.O.M
GUAL
MIAN
OVER
A.V
MM
MURDER
MITE
T.O.C
OC
ONE CHANCE
PDC
S.M.S
S
E7
SMOOTH
MONEY
MAKERS.
LF
FIELDZ MAN
HOMERTON
DIRTY
CRIPS

3 ~ KACHA ABON ~

SIRGRANT

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I LIKED THE DVD
AND SEEING HOW I
WOT OTHER GANHS
MOVE.



The information
The reality
The seriousness
Stuart!!



LISTENING
2
OVR PPL

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commonalities lens

Identifying and sorting some of the
root causes behind the young
London women's involvement in
gangs, gun and knife crime in the
UK, in relation to young people in
Central America

^[1] disclosure procedures were followed

To get respect	71%
To be part of the family	50%
Asylum from poverty	50%
Basic Needs	43%
Alternative to home	36%
Survival	36%
Neighbourhood = Gang	36%
Tomboy	36%
Revenge	29%
Hatred	29%
For power	29%
To be same as the men	29%
Pressurised to join	21%
Asylum from abuse	21%
Sex object	21%
To be like the girls in the neighbourhood	21%
Availability of weapons	14%
To scare and rob	14%
Protection of neighbourhood	14%
Not drugs	7%
Rape	7% ^[1]
Race war	7%
Other	7%
To kill	0%
Asylum from repression	0%
Backlash to persecution	0%

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Young people as agents of sustainable developmental change.

Chambers (1997) helps place global youth work as a participatory approach to learning and sustainable developmental action. It is the realities of young marginalised young women and men globally that count. Global youth work reflects Chambers' 'primacy of the personal' (p.189) as a 'vision as practice' methodology of alternative people-centred development to facilitate 'good change' (p.237) flowing from 'personal decisions and action'

Chambers, R. (1997). *Whose Reality Counts? Putting the first last*. London: Intermediate Technology

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Young people as agents of sustainable developmental change.

Young women and men and their organisations are empowered to realise their potential (Thomas, 2000 and Korten, 1990) as transformative agents of global and community development, 'solving their own problems individually or through local organisations and networks' (Thomas 2000, p.782).

Thomas, A. (2000) 'Development as practice in a liberal capitalist world, *Journal of International Development*, Vol. 12, No. 6, 773-787, John Wiley and Sons
Korten, D. (1995) 'Steps Toward People Centred Development: Vision and Strategies', in Heyzer, N., Riker, J.V. and Quizon, A.B. (eds.) *Government-NGO relations in Asia: prospects and challenges for people-centred development*, pp.165-189

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Young people as agents of sustainable developmental change.

Korten (1995, p.188) argues that in the context of interconnected globalising processes, peoples' organisations, the building blocks of a 'just, sustainable and inclusive society', need to be 'global as well as local' forming coalitions and alliances to build a 'global movement for change'.

Korten, D. (1995) 'Steps Toward People Centred Development: Vision and Strategies', in Heyzer, N., Riker, J.V. and Quizon, A.B. (eds.) Government-NGO relations in Asia: prospects and challenges for people-centred development, pp.165-189

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Young people as agents of sustainable developmental change.

Alliance building, locally and globally addressing issues of equality and justice, is a critical feature of the global Black perspective of global youth work developed by Joseph et al (2002, p.15), 'from colonial and hierarchical relationships of the past to democratic partnerships of the future.'

Joseph, J., Akpokavi, K. B., Chauhan, V., Cummins, V. (2002) Towards Global Democracy - An Exploration of Black Perspectives in Global Youth Work, London, DEA

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Choose an SDG

What is the local and global background to the issue?

What elements of commonalities can you identify?

How might young people in your community make links with young people elsewhere in the world to take action on this?

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How will you change the world?

world?



ten more
create
give back
ensure
protect those
without a voice
take divisions
have the peace

I will
I will evolve
I will built a time
I will volunteer
I will love
I will helpful
I will respect
I will respect
I will

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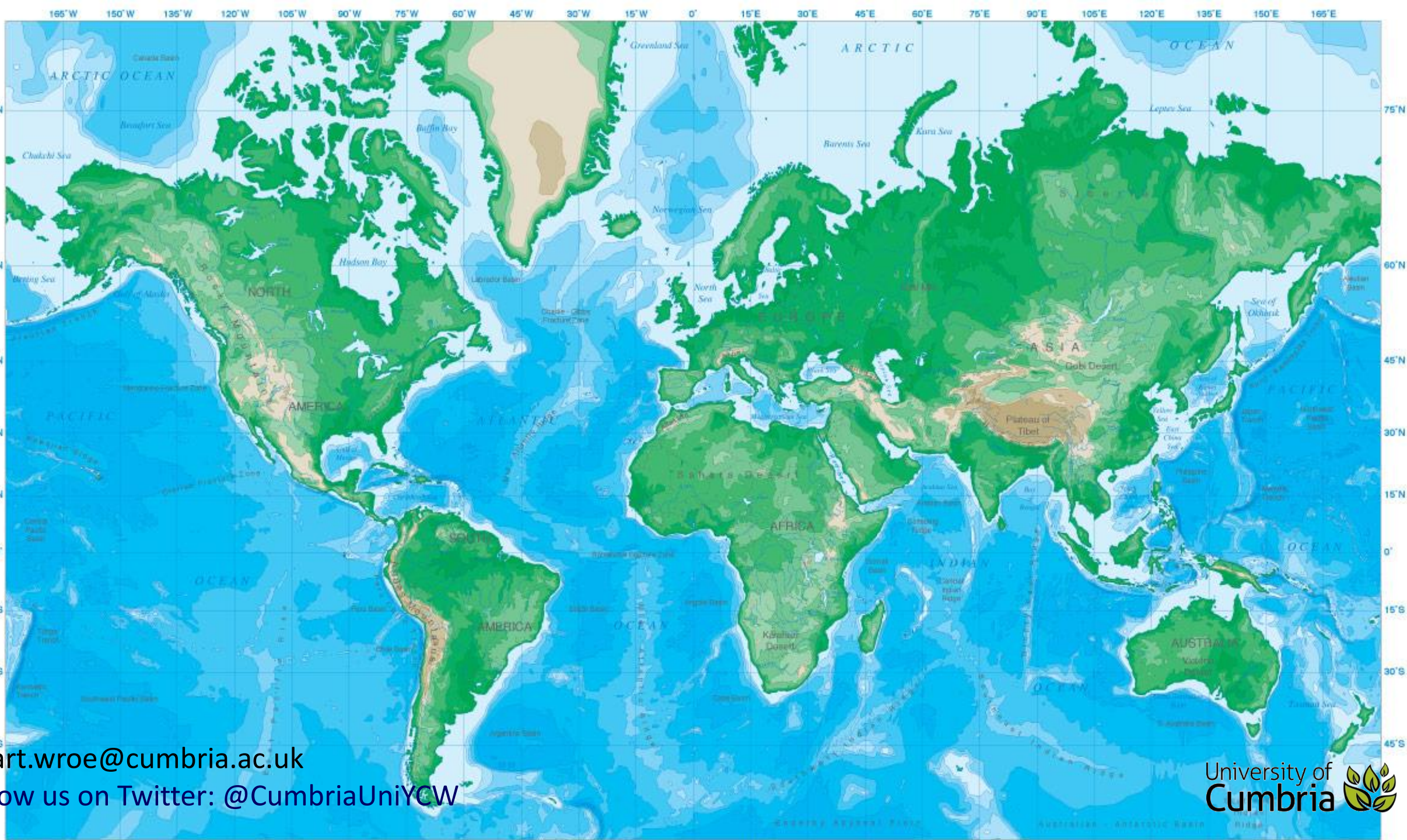
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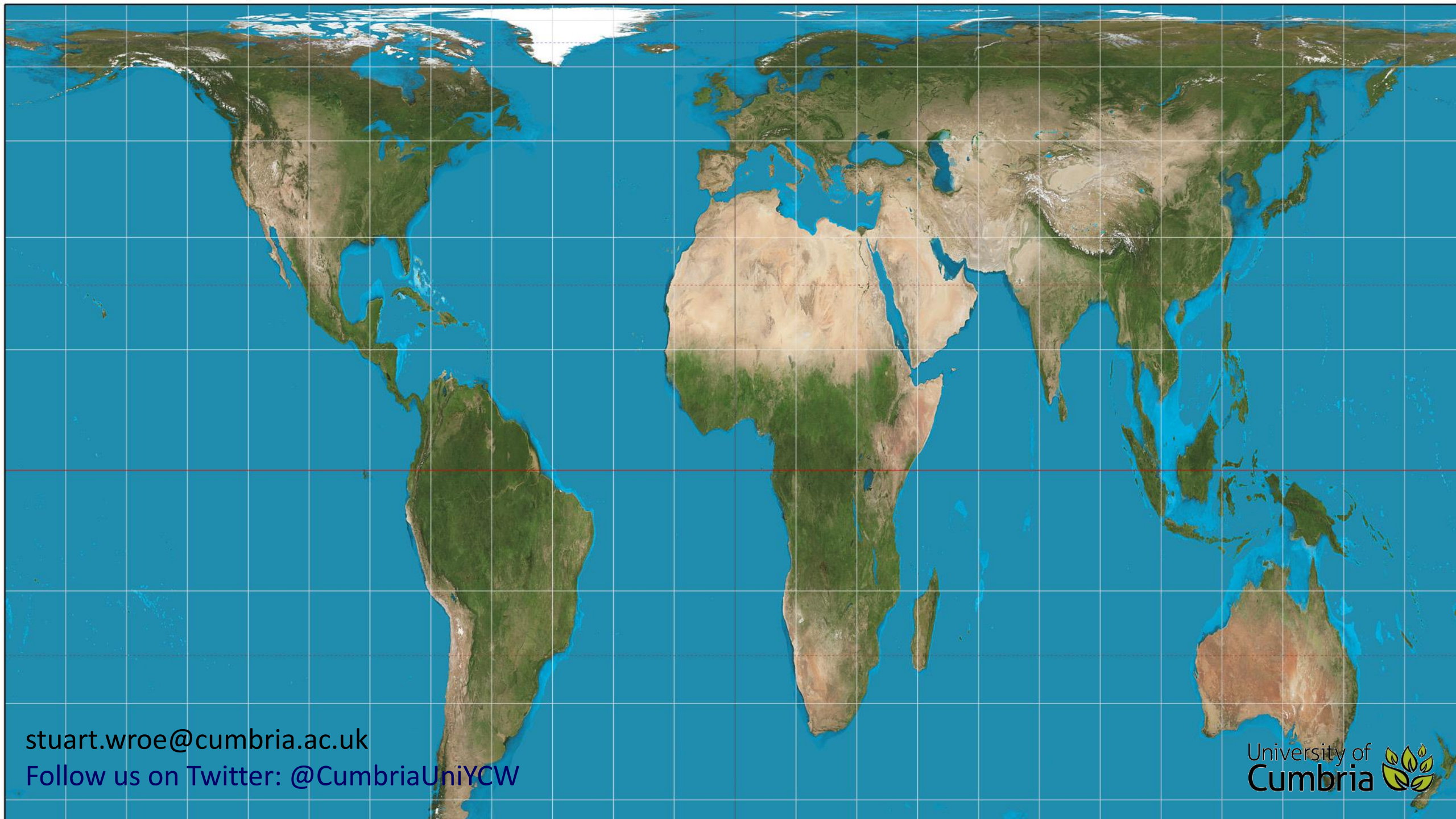
It's upside down....

<https://www.youtube.com/watch?v=vVX-PrBRtTY>

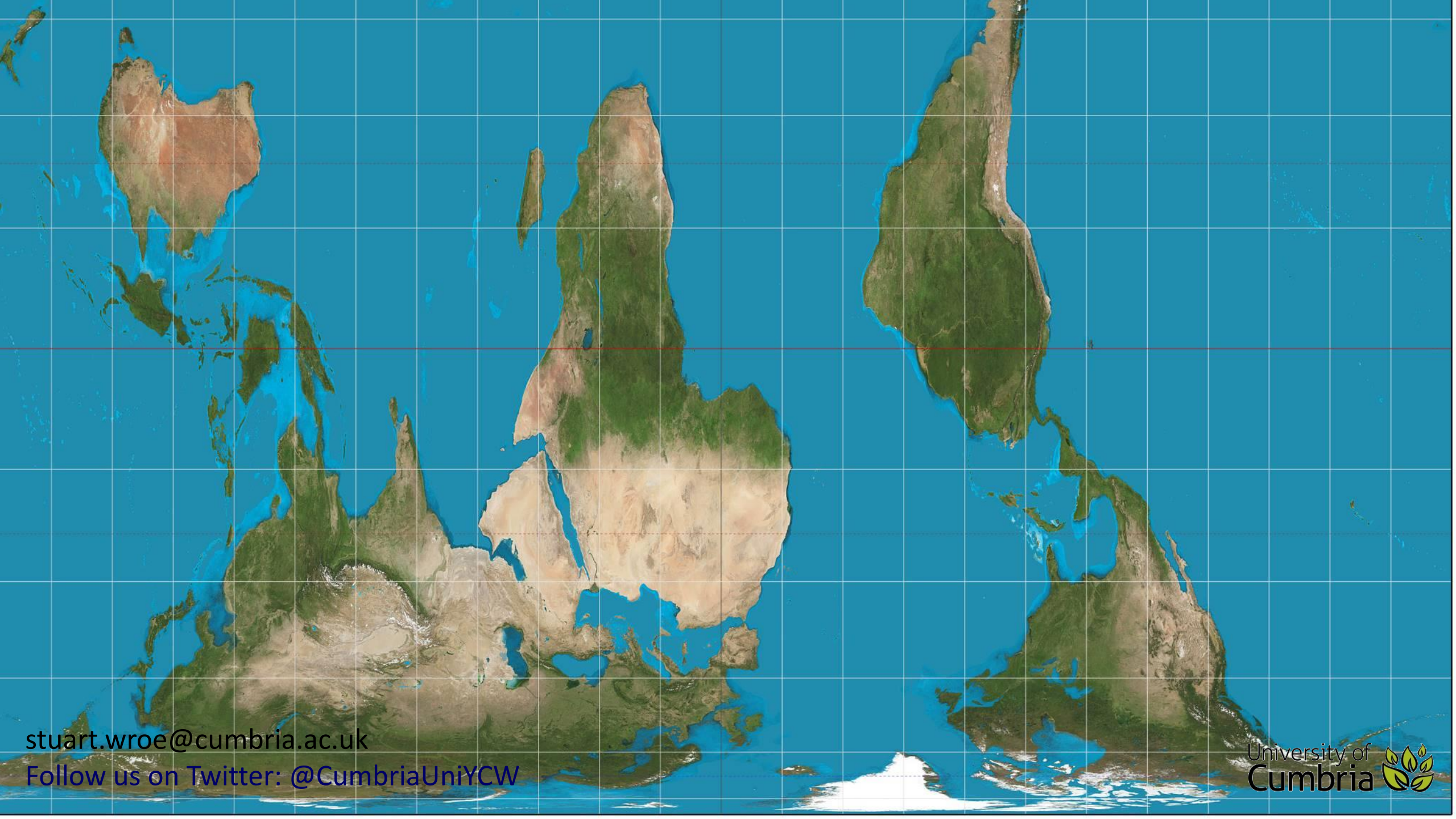


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